Year 6 P.E. Knowledge Organisers.

Lutley Primary School

How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to share what they remember from previous units in Year 1 to progressively build on their knowledge and understanding
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

Lutley Primary School

Autumn Term 1 – Gymnastics (Unit 1:Indoor)

Lutley Primary School

Year 6 – Gymnastics Unit 1

Knowledge Organiser

Prior Learning

Created longer and more complex sequences and adapted performances. Taken the lead in a group when preparing a sequence. Can develop symmetry. Can compare performances and judge strengths and areas for improvement.

Unit Focus

Demonstrate accuracy, consistency, and clarity of movement. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

We are learning...

1. to use controlled flight onto high apparatus.
2. to dismount from high apparatus.
3. to develop a short sequence using flight in canon formation.
4. to incorporate equipment such as hoops and balls into a group sequence.
5. to create a paired flight sequence using both canon and unison.
6. to create and perform a 6-element sequence to music.

Key Questions

1. How did the warm-up help your performance?
2. Why do unison and cannon work well together in a sequence?
3. What different ways can you include a hoop, ball, beanbag, throw down spots or balls in a sequence?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, table tops, box tops.

Vocabulary

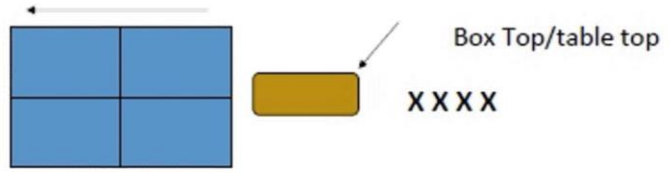
Flight, consistent, vault, vaulting sequences, combinations, direction, dismount.

Concepts

The vault is a piece of artistic gymnastics apparatus that gymnasts perform on, as well as the skill performed using that apparatus. Vaulting is also the action of performing a vault. Both male and female gymnasts perform the vault.

Assessment Overview

Head - Identify strengths and weaknesses of a performance.
Hand - Experience flight on and off apparatus.
Heart -Lead group warm up demonstrating the importance of strength and flexibility.



Autumn Term 1 – Tag rugby (Outdoor)

Lutley Primary School

Year 6 – Tag Rugby

Knowledge Organiser

Prior Learning

Combined basic tag rugby skills such as catching and quickly passing in one movement. Selected and implemented appropriate skills in a game situation. Begun to play effectively when attacking and defending. Increased the power of passes so the ball can be moved quickly over greater distances.

Unit Focus

Choose and implement a range of strategies and tactics to attack and defend. Combine and perform more complex skills at speed. Observe, analyse and recognise good individual and team performances. Suggest, plan and lead a warm-up as a small group.

We are learning...

1. To create attacking continuity by supporting the player with the ball.
2. To use set plays in attack to create space for the ball carrier.
3. To develop the 3-step rule, compare and contrasting to the 3-second pass option.
4. To attack the space as a ball carrier to create scoring opportunities.
5. To change from an attacking to a defensive formation when your team loses possession.
6. To observe and anaylse our classmate's performance.

Key Questions

1. How should we tell other players the areas they need to improve on?
2. Why is it important to organise your team quickly into defensive positions?
3. Being able to change speed and direction quickly helps our defending; why?

Equipment

Rugby balls, tags, bibs and cones

Vocabulary

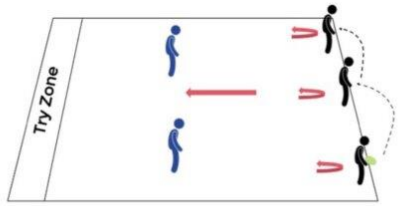
Transition, principle, STEP, agility, turnover, support, observe, analyse.

Rules

- When tagged, the ball carrier must either stop and pass the ball within three seconds or keep moving and pass within the three steps.
- If the ball leaves the field of play, the opposition will restart with a free pass from where the ball left the field.

Assessment Overview

Head – Use STEP principle to plan a warm-up.
Hand – Use speed and agility in gameplay.
Heart – Suggest ways to improve set plays.



Autumn Term 2 – Dance (Unit 1:Indoor)

Lutley Primary School

Year 6 – Dance Unit 1

Knowledge Organiser

Prior Learning

Used professional examples to inspire ideas for explosive action. Owned and explored new movement possibilities.

Unit Focus

Work collaboratively to include more complex compositional ideas. Talk about different dance styles with understanding, using appropriate language & terminology.

We are learning...

1. the technique of the stag leap and rebound jump.
2. to explore relationships through dance and perform partner lifts.
3. to compose a dance phrase based on the Haka.
4. to choose and use suitable dynamics for the Haka.
5. to link freeze frames to street dance style to create a short movement phrase.
6. to perform a Top Rock and Slide Step and perform confidently with a partner.

Key Questions

1. Did you capture the street dance style?
2. If you were going to perform as a small group rather than a pair, what compositional ideas could you use to extend your phrase? (formations, canon, lifts etc).

Equipment

Laptop/projector to show video clips/play music, CD player, cones.

Vocabulary

Motif, street dance, composition, collaborate, stag leap, rebound, expression.

Concepts

Dance Genres
Ballet. Modern. Hip-Hop. Ballroom. Folk Dance. Performance Art.

Assessment Overview

Head - Interpret different stimuli with imagination and flair.
Hand - Use recognised dance actions and adapt them to create motifs and movement patterns.
Heart - Take the lead, suggesting ideas and refining actions of others.

Rebound Jump

Stag Leap

Autumn Term 2 – Hockey (Outdoor)

Lutley Primary School

Year 6 - Hockey

Knowledge Organiser

Prior Learning

Developed passing, dribbling and shooting skills. Can confidently select and apply basic skills in a game situation. Learnt ways of marking and defending.

Unit Focus

Choose and implement a range of strategies and tactics. Combine and perform more complex skills at great speed. Recognise and describe good individual and team performances.

We are learning...

1. To shoot under pressure from close range.
2. To perform long corner routines as part of a team.
3. To use goal-side marking to prevent an attacker from getting closer to the goal.
4. To use a banana run to force an oncoming attacker out wide.
5. To use a hit-out to successfully restart a game
6. Indian dribble and to play competitively using new skills.

Key Questions

1. What set plays did you use in a game, and were they successful?
2. When would you use Indian Dribble in a game situation?
3. What strategies did your team use to defend?

Equipment

Sticks, a range of balls (hard, foam or quick sticks balls), cones, goals, bibs, stopwatch.

Vocabulary

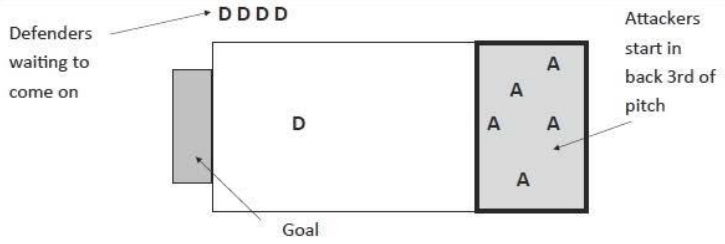
Power, distance, perform, consistent, fair play, tackle, covering, supporting.

Rules

- Implement a long corner for any ball unintentionally hit off the back line by the defence.
- If the attacking team hit the ball of the back line, take a hit out.

Assessment Overview

Head – Choose and implement a range of strategies to attack and defend.
Hand – Shoot from close range.
Heart – Use and apply boundary rules such as corners, self pass and sideline.



Spring Term 1 – Gymnastics (Unit 2:Indoor)

Lutley Primary School

Year 6 – Gymnastics Unit 2

Knowledge Organiser

Prior Learning

Demonstrated accuracy, consistency, and clarity of movement. Arranged own apparatus to enhance work and vary compositional ideas. Experience flight on and off high apparatus.

Unit Focus

Perform increasingly complex sequences. Combine own ideas with others to build sequences. Compose and practise actions and relate to music. Show a desire to improve competency across a broad range of gymnastics actions.

We are learning...

1. to perform a 10-element sequence using both floor and apparatus.
2. to perform with equipment and respond creatively to music.
3. to create judging criteria and assess performances against it.
4. to create and perform interesting patterns as part of a group.
5. to select and apply the appropriate walk and presentation to start a sequence.
6. to perform a 10-element sequence with a 1-minute time limit.

Key Questions

1. Why is it a challenge to adapt your sequence to fit in with a timescale?
2. Which were your favourite elements to perform?
3. What is stimuli?
4. Can you suggest any different compositional ideas that may be used?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops, box tops, stopwatch, music player.

Vocabulary

Half lever, box splits, bridge, broad jump, splits, dish, arch, bounce, competency, complex, stimuli, mirror, match.

Concepts

Stimulus is something that causes a reaction, especially interest, excitement or energy added into a gymnastics sequence such as music or objects including ribbons and balls.

Assessment Overview

Head - Compose a sequence that will achieve the highest score against the criteria.
Hand - Perform increasingly complex sequences.
Heart - Work independently and in small groups to make up sequences to perform to an audience.

Spring Term 1 – Netball (Outdoor)

Lutley Primary School

Year 6 - Netball

Knowledge Organiser

Prior Learning

Used specific netball skills in games. Played efficiently in different positions on the pitch, both attack and defence. Increased power and strength of passes, moving the ball over longer distances.

Unit Focus

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances.

We are learning...

1. Ways to improve coordination.
2. To mark the pass or the shot.
3. Organisation in and around the semi-circle.
4. To compete to win the rebounding ball.
5. To stay active to intercept a pass.
6. To stay onside in games depending on the position being played.

Key Questions

1. Why are rebounds so important for the attacker and for the defender?
2. Why are some passes more appropriate for different distances?
3. What is intercepting? When can you intercept?

Equipment

Netballs (size 4), cones, bibs, stopwatch, Goals—Junior posts, if possible, hoops.

Vocabulary

Tactics, gameplay, blocking, free, metre, organisation, rebounds, prone, thirds, area, offside, intercepting.

Rules

- Players must stay in the areas their position allows.
- The ball cannot be thrown over one complete third without being touched or caught by a player in that third.

Assessment Overview

Head – Umpire a game, explain decisions where necessary.
Hand – Anticipate, track and control a rebounding ball from a shot.
Heart – As a team, decide tactics to implement into the game.

Spring Term 2 – Dance (Unit 2:Indoor)

Lutley Primary School

Year 6 – Dance Unit 2

Knowledge Organiser

Prior Learning

Worked collaboratively to include more complex compositional ideas. Talked about different dance styles with understanding, using appropriate language & terminology.

Unit Focus

Demonstrating narrative through contact and relationships. Showing tension through pattern and formation.

We are learning...

1. to portray the theme of gangs through our movements and gestures.
2. to use devices such as contrast and variation in a group dance.
3. to use formations to demonstrate tension in relationships between performers.
4. to use claps, stamps and slaps to perform a live aural setting.
5. to dance as opposing gangs attacking each other.
6. to show performance qualities in our gang dance and evaluate our work.

Key Questions

1. How do the movements you learned show an attack?
2. How did you create sounds here? How does the movement match the sound?
3. How did the aural setting impact the performances you watched of others?

Equipment

Videos of modelled movements, posters, music.

Vocabulary

Narrative, tension & relationships, aural setting, accompany, contact, quality, confidence.

Concepts

Aural setting = aural choices the choreographer decides upon in creating a work, i.e., music, the spoken word, sound effects, natural sound, found sound, the audible aspects of dancing, and silence.

Assessment Overview

Head - Identify in others and self where good performance qualities are achieved.
Hand - Practise and refine coordination skills through activities such as live aural setting.
Heart - Use facial expressions to communicate emotion and a further narrative.

Contrast

Two people or groups do opposite types of movement to each other

- High / Low
- Fast / Slow
- Using arms /Using legs

Can you think of any more?

Variation

Two people or groups do the same movement but in a slightly different way.

- Jolty / Smooth
- Sharp / Silky
- Pulsing / Graceful

Can you think of any more?

Spring Term 2 – Tennis (Outdoor)

Lutley Primary School

Year 6 - Tennis

Knowledge Organiser

Prior Learning

Introduce volley shots and overhead shots. Apply new shots into game situations. Play with others to score and defend points in competitive games. Further, explore tennis service rules.

Unit Focus

Develop backhand shots. Introduce the lob shot. Begin to use full tennis scoring systems. Continue developing doubles play and tactics to improve.

We are learning...

1. To communicate clearly with a partner to score points in doubles play.
2. To attempt a two-handed backhand shot with control.
3. To perform a lob shot to hit the ball over our opponent's head.
4. To apply the correct rules and scoring system in games.
5. To play in different doubles formations and work with our partner to improve.
6. To discuss and apply a range of tactics in doubles play to achieve success.

Key Questions

1. What tactics did you try to implement as a pair?
2. Can you explain the deuce scoring in tennis?
3. How can the lob shot help you to score points in a game?

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Vocabulary

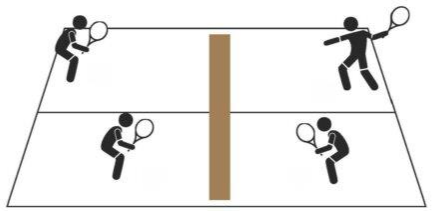
Lob shot, positioning, footwork, listening skill, dispute, peers, attacking, defensive, improvement.

Rules

- Play rules where if the ball is hit out of the playing area, the point is awarded to the other player.
- Balls need to be hit inside the boundaries of the court—if a ball lands in a boundary and the player misses, the point goes to the other team/player.

Assessment Overview

Head – Make good choices in games about the best shot to use.
Hand - Begin to use full scoring systems.
Heart - Use speaking and listening skills to umpire and play with peers without dispute.



Summer Term 1 - Football (Indoor)

Lutley Primary School

Year 6 - Football

Knowledge Organiser

Prior Learning

Played effectively in a variety of positions and formations. Related a greater number of attacking and defensive tactics to gameplay. Attempted more skills when performing movements at speed.

Unit Focus

Choose and implement a range of strategies to attack and defend. Perform a wider range of more complex skills. Recognise and describe good performances. Suggest, plan and lead simple drills for given skills.

We are learning...

1. To set up a shooting opportunity for a teammate.
2. To restrict an opponent's space by defending with my partner.
3. To perform a penalty kick with power and accuracy.
4. To attack and shoot as a pair.
5. To perform the role of cover defender to stop the opposition's attack.
6. To use close control to keep possession of the ball under pressure.

Key Questions

1. Compare week 6's performance to week 1. Can you think of a way you have improved individually and as a team?
2. What is the role of the covering defender?
3. Which part of your foot is best to kick with for accuracy?

Equipment

Footballs, cones, goals, bibs, stopwatch.

Vocabulary

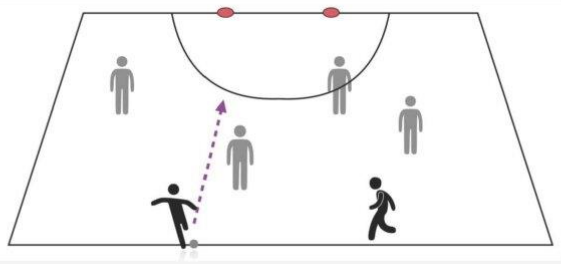
Fair play, tackle, covering, supporting, strategy, set up, assist, deny, set play, covering, defender.

Rules

- Penalty awarded for a professional foul when defending.
- Free pass if a foul is committed outside of the penalty area.

Assessment Overview

Head – Devise a drill that develops a particular skill.
Hand – Apply correct body position when closing down a player to defend.
Heart – Collaborate with a partner to implement simple defensive techniques.



Summer Term 1 – Cricket (Outdoor)

Lutley Primary School

Year 6 - Cricket

Knowledge Organiser

Prior Learning

Linked a range of skills and use in combination. Collaborated with a team to choose, use and adapt rules in games. Recognised how some aspects of fitness apply to cricket, e.g., power, flexibility and cardiovascular endurance.

Unit Focus

Apply cricket rules in a variety of styles of games. Attempt a small range of recognised shots. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.

We are learning...

1. to create pressure on a batter by using a ring field.
2. to track and catch a high ball consistently.
3. to perform a short-pitched bowl to get a batter to hit the ball in the air.
4. to work in a pair to restrict runs scored when fielding.
5. to play an on-drive.
6. to set an attacking field.

Key Questions

1. What is an attacking field?
2. What are the reasons for working in pairs to retrieve the long ball?
3. What is the benefit of bowling the short ball?

Equipment

A range of balls, a range of bats and striking equipment, stumps, button cones, batting cones, hoops.

Vocabulary

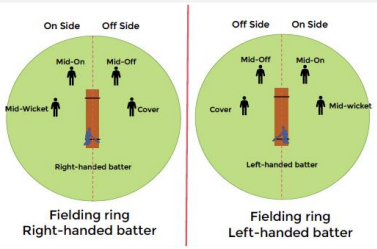
Urgency, acquire, high ball, tracking, short delivery, long balls, on drive, off side, on side, slip, short leg, silly point, innings, retires, attack

Concept

- The cricket field is split into two imaginary halves, the on side and the off side. These sides change depending on whether the batter is left or right-handed.

Assessment Overview

Head – Apply with consistency standard rules of (modified) games.
Hand – Attempt to track and catch high balls in isolation and gameplay.
Heart - Work as a pair to field long balls.



Summer Term 2 – OAA (Indoor)

Lutley Primary School

Year 6 - OAA

Knowledge Organiser

Prior Learning

Explored ways of communicating in a range of challenging activities. Navigated and solved problems from memory. Developed and used trust to complete the task and performed under pressure.

Unit Focus

Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role. Use knowledge of PE and physical activities to suggest design ideas & amendments to games.

We are learning...

1. To work with a partner to successfully orient and follow a map.
2. To identify objects for a scavenger hunt from a written description.
3. To safely perform a pyramid balance in a small group.
4. To work efficiently as part of a team to complete a range of tasks.
5. To create a fun and challenging game for others to complete.
6. To listen to others to refine and adapt ideas to complete a complex task.

Key Questions

1. Did their designs change or evolve?
2. What are the key uses for a reef knot?
3. What are the traits or characteristics of good leadership and teamwork?

Equipment

Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, compass, egg, cups, straws, paperclips, tape, and scissors.

Vocabulary

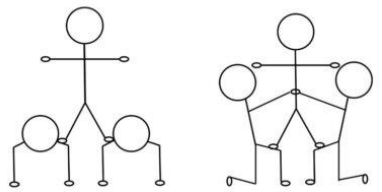
Maps, diagrams, scale, symbols, orienteering, compass, challenges, design, instructions, extend, knot, orient.

Concepts

- A reef knot is a binding knot and is used to hold things together such as parcels, or for tying a triangular bandage. It is a knot used with a single piece of rope and is not used to tie two different ropes together.

Assessment Overview

Head – Use knowledge of games in PE to suggest adaptations and variations to activities.
Hand – Refine and adapt ideas in group tasks.
Heart – Takes responsibility for a role in a task.



Balance 1

Balance 2

Summer Term 2 – Athletics (Outdoor)

Lutley Primary School

Year 6 - Athletics

Knowledge Organiser

Prior Learning

Sustained pace over short and longer distances. Ran as part of a relay team. Performed a range of jumps and throws.

Unit Focus

Apply strength and flexibility to throwing, running and jumping. Accurately and confidently judge across a variety of activities. Work in collaboration to demonstrate improvement.

We are learning...

1. sprint start technique to increase our running speed.
2. the three phrases of triple jump.
3. the heave throw technique and what it is used for.
4. to assess our own ability to play our role in parlauff.
5. the scissor jump technique and when it would be used in athletics.
6. to record and relay results over a range of track and field events.

Key Questions

1. In which Olympic athletics event is the heave throw used?
2. How can you develop your fitness through parlauff running?
3. What are the 3 phases of triple jump?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, hurdles, stopwatches, measuring tape, metre rule, skipping ropes, foam discus, hurdles, flexibar.

Vocabulary

Safety, rules, targets, record, set, take over, pass, strength, judge, trajectory, sprint, shuttle, assess.

Concepts

- Running for time and running for distance.
- Linking sport-specific movements to everyday tasks.

Assessment Overview

Head - Accurately and confidently record multiple scores under pressure.
Hand - Combine different jumping skills to accurately replicate the triple jump technique.
Heart - Judge your strengths and weaknesses to fulfil your role in a running challenge.